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ABSTRACT

Low-income community residents and Vietnam era veterans are being put to work as education auxiliaries in poverty-area schools while they study in one or more cooperating universities. The Career Opportunities Program (COP) was provided for under the Education Professions Development Act, and about 75 percent of its programs are in inner city schools. The program demonstrates how community residents can help improve educational services and also how school personnel can deliver performance-based learning. This booklet explains the program including benefits, administration, and the people served. (GEB)

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CAREER OPPORTUNITIES PROGRAM

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EDUCATION PROFESSIONS DEVELOPMENT ACT

CAREER OPPORTUNITIES PROGRAM

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Educational Personnel Development

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Career Opportunities Program

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CAREER OPPORTUNITIES PROGRAM

WHAT A nationwide career training model to improve the learning of low-income children by putting new kinds of people, low-income community residents, and Vietnam era veterans to work as education auxiliaries in poverty-area schools, while they train toward eventual teacher certification.

HOW Local school systems, in partnership with local community organizations and agencies, community colleges and nearby universities, parents and older students, design and operate Career Opportunities projects which give education auxiliaries supervised classroom work in the schools combined with academic study in one or more cooperating universities. Technical assistance is provided by each State education agency, and each project has as its overseer a COP Advisory Committee representing each element of the partnership. By pairing regular teachers with COP auxiliaries from the outset, COP projects are able to devise better ways of utilizing and training school staff while they build better school-community relations through auxiliaries' natural cultural links.

WHO Some 10,000 COP auxiliaries, many of them Vietnam era veterans, work in the schools with cooperating teachers, principals, parents, older students, and university trainers. The auxiliaries are organized as six-member teams in each school for inservice training, counseling, and planning with their counterparts. About 12 percent of all COP auxiliaries have less than a high school diploma, and the remainder up to 3 years of college.

CAREER DEVELOPMENT COP auxiliaries begin their careers in education at whatever level their abilities and interests permit, then pursue a planned school and college program of career development. They can progress as far as they wish or their abilities permit, from teacher aide to assistant teacher, intern teacher, and ultimately to certified teacher, and the baccalaureate degree. A career lattice concept permits auxiliaries to move between teaching, counseling, administration, and any of the other education professions.

WHERE More than 130 Career Opportunities projects are operated by school systems and cooperating colleges and universities in 50 States and Puerto Rico, employing

10,000 COP auxiliaries in groups numbering in size from 20 to 340 participants. They work with Indian youngsters in the Plain States, with poor black children in the rural South, with Chicanos in the Southwest and other Spanish-speaking minorities along the East Coast, with poor white youngsters in the Mountain States and Appalachia, and with black, brown, red, and white youngsters in core-city schools all across the Nation.

WHY Career Opportunities is a new-people, new-approaches program in education professions development. It demonstrates how community residents can help teachers and administrators improve educational services by relating more effectively and sensitively to the needs of low-income youngsters. COP also demonstrates how new and more effective means of training and utilizing school personnel can deliver performance-based learning.

LINKAGES About 75 percent of COP programs are in schools in the Nation's major inner cities, half of them designated as Model Cities. The rest are in rural America.

COP projects link programmatically with a variety of other education and community programs, people, and agencies not only to stretch COP's training dollar, but also to get maximum local input in developing new models for using and training staff of low-income area schools. Among them are Model Cities, Community Action agencies, Head Start, Upward Bound, Follow Through, VISTA, New Careers and other manpower programs, College Work-Study, other Education Professions Development programs, and projects funded under titles I, III, IV, and VII of the Elementary and Secondary Education Act (ESEA). Some provide community liaison and feedback, others staff and training know-how. Still others provide the funds to demonstrate the effectiveness of a low-income/middle-income mix in training educational personnel. Under most plans, COP pays administrative costs and university training for the auxiliaries while the cooperating program provides salaries or stipends for COP auxiliaries. Through cooperative funding, most COP projects are double and triple the basic COP grant.

Career Opportunities Program allocations for fiscal year 1970 were $24.3 million under provisions of the Education Professions Development Act.

CAREER DEVELOPMENT

What is a career lattice?

A career lattice delineates competencies, roles, and responsibilities—titles, job descriptions, and compensation—at each level of the education professions. There is opportunity for vertical, horizontal, and diagonal mobility within the variety of educational career opportunities.

What is vertical, horizontal, and diagonal mobility?

Vertical transfer means upward mobility from one level of responsibility to the next, all the way from entry level aide to teacher certification. Horizontal transfer means going from one field of work to another—from instruction to guidance, for example—at the same level of responsibility. Diagonal transfer means moving from one field of work to another at the next level, such as going from instructional aide to guidance assistant.

How do COP recruits progress through a career lattice?

Through a work-study program which details job descriptions and salaries at each level and provides the university coursework and school experience needed at each level to progress to the next, or to transfer at the same or a higher level.

Will all COP participants be expected to go through a 4-year program to the baccalaureate degree and certification?

Not necessarily. Some COP participants may choose to stop at the associate of arts degree level. But as a career advancement program, COP must give priority to those who aim at certification and a degree.

Must the school system make a commitment to career development?

Yes, although COP expects each project to refine its career lattice as it develops.

Should COP education auxiliaries automatically receive salary increases and fringe benefits comparable to those received by teachers in annual salary and benefit contract negotiations?

The career lattice and roles within it, including raises in pay, should be built into the school's COP program. Education auxiliaries may need to organize to guarantee this. In some projects they will become an integral part of the NEA or AFT affiliate in the area and be included in systemwide contract negotiations. Elsewhere, paraprofessional unions will be separate from or affiliated with NEA and AFT locals.

What role should teacher organizations and unions play in COP and career development?

Local and State teacher organizations and unions should be represented on the COP council, and as such should play a leadership role in COP and career development. These representatives should periodically and systematically report progress to their own groups to encourage their colleagues to support career development person-to-person in their own schools.

Why is an operating career lattice so important in attracting and retaining veterans?

Veterans must see realistic immediate incentives, including money rewards and fringe benefits. Upward and diagonal mobility must reward quality performance of specific tasks at each point. Career development for veterans must provide for wide variation in previous educational background, experience, and degree of specialization, while recognizing that many veterans are motivated to attend college.

TEACHER CERTIFICATION

Will State education agencies certify auxiliaries who complete COP training?

A major commitment of the State education agencies is to modify State certification requirements to credit experience gained from COP.

What alternatives in COP are there to certification?

None. One objective of COP is to be the laboratory for State and local reappraisal and update of certification procedures and requirements. Each State education agency has committed itself to exploring new routes to certification through COP.

Will State education agencies assure implementation of performance standards in teacher education?

Yes. State education agencies, following the lead of such States as Washington and Florida, should work with institutions of higher education and education associations and unions to reshape State requirements for teacher certification. Colleges and universities should develop performance-based teacher education.

WHO QUALIFIES FOR COP?

What are "high-risk" people and why does COP encourage their participation?

"High-risk" people are those whose academic, family, and occupational histories hinder them from channeling their best talents to the social, emotional, and economic advantage of themselves and their communities.

Why are veterans high priority participants for COP?

Veterans represent one of the most valuable manpower resources in the United States today, particularly in human services. Male veterans from low-income backgrounds can help fill the void caused by the absence of a male image in the experience of many youngsters in poverty-area schools.

How crucial is the veteran component in rural areas?

As important as in the cities, even though data show that most veterans return to urban areas. Rural projects may ask for and get special help from COP and Project Transition to recruit their quota of veterans.

Why should participants be residents of the area served by COP schools?

Educators believe that the learning of children improves with more positive home-school relationships. By coming directly from the community scene and closing the home-school gap, residents of the area working in COP target schools can help children learn.

What financial criteria make people eligible as participants in COP?

The U.S. Department of Labor and/or the Office of Economic Opportunity low-income index define financial eligibility for COP auxiliaries.

If a presently employed education auxiliary receives a salary in his job which puts him above the poverty level, does he qualify?

Yes, if without this job his income would fall below the poverty line.

Are husband/wife teams accepted?

Yes, if their combined income would fall below the poverty line without COP support.

What education level is required for entering COP participants?

Since COP encourages high-risk participants, COP auxiliaries need not have high school or equivalency in order to join a COP project. But they must meet conditions prescribed by the local school district and the cooperating university as worked out in COP council meetings. An individual may also have some previous college training below the bachelor's degree level.

Will low-income whites be encouraged to join this program?

COP is a New Careers program for *all* of the Nation's poor. Each project's participants must reflect the ethnic and racial mix of the area served.

Can the low-income person who does not speak fluent English qualify for COP?

Competence in speaking English may have relatively low priority. In fact, adults who speak the first language of the children are an asset to COP schools serving bilingual areas. Improvement in English language skill can be part of the COP training program.

IN THE COMMUNITY

What is the COP "community"?

A COP "community" is the people served by the schools where COP projects are located, along with the organizations they have joined or formed.

What is a COP council and who should belong to it?

The COP council is the board of directors of the COP project. Membership in the COP council should include representatives from both traditional as well as more recently formed organizations, along with unorganized community residents, parents, and older students who live in the area. The school district and cooperating universities should also be represented. Each of these components—school, university, and community—plays a major role in each COP project. Ultimate responsibility for assuring that the council is organized early lies with the school system or the grantee.

What are the functions of a COP council?

The council, as adviser to the project director, collaborates on every phase of project development, including design of the proposal, its implementation and evaluation. The role of the council is to assure equal access to information for all three COP components—school, university, and community—and to assure that project performance at all stages is consistent with project goals. The council takes major responsibility for recruiting and selecting participants and staff to be submitted for school and university agreement.

How can COP participants encourage parents and other community residents to be more active in school affairs?

COP participants, because they themselves come from the community, have a natural relationship with other people who live there. With the aid of the council, they can show parents and the entire community that they have a real stake in COP schools by developing an open information system, then incorporating feedback from parents and the community into work and study in their schools.

Why should students from the community being served be involved in planning, implementing, and evaluating the program?

Students often have a fresh and different point of view which can redirect the thinking of older, more experienced people.

Who should be chairman of the COP council and how should he be chosen?

The council should elect one of its members, preferably one who is a community rather than an institutional representative.

Why should COP projects be located in Model Cities areas?

The 150 Model Cities across the Nation were designated by the Federal Government as urban areas which combine greatest concentrations of low-income people with the greatest promise of interagency cooperation to solve their problems. HEW, with other Federal agencies, has committed a number of programs to the Model Cities thrust. The Career Opportunities Program is one of them.

Must COP projects in cities designated as Model Cities be confined to schools in Model Cities areas?

No, but Model Cities directors must sign off on all schools chosen for COP teams, after the Model Cities area is covered to their satisfaction.

What kinds of resources are available from Model Cities to supplement COP?

Model Cities get Federal funding in the form of planning grants, supplementals, and money for specific projects—and they have flexibility in spending these funds. Many Model Cities agencies have already voted as much as twice the COP grant in matching funds to cover stipends for COP participants while COP pays university costs. Moreover, Model Cities task forces, as well as citizen participation units, can be the nucleus of the COP council. Model Cities offices and staffs are often made available to COP councils.

How can COP projects in Model Cities assure participation in project planning and development by other than Model Cities representatives?

The COP council should include parents, older students, and other residents of the area served by COP schools, as well as representatives of all community-based organizations. Some of these members may not be Model Cities representatives.

In rural areas, how does COP identify concentrations of poverty which meet its requirements?

COP participants will usually be placed in schools designated for title I ESEA projects. These are defined as schools serving the highest concentrations of low-income families.

How can we assure community input in rural areas which lack the organizational machinery and know-how of urban areas?

In rural areas, as in other sites around the country, the nucleus of community participation might be an already existing community organization or Indian tribal council as well as representatives of private, non-profit citizen groups. Community representation should include parents and students, as well as key residents of the neighborhood of COP schools. COP can provide technical assistance, if needed.

What kind of community participation in non-Model Cities areas is comparable to the Model Cities signoff requirements?

There is no requirement for signoff in non-Model Cities areas, but it is a good idea to involve such community organizations as the local parents' group, the teachers' organizations, as well as Community Action agencies, the Concentrated Employment Program, Head Start, New Careers, Neighborhood Youth Corps, Urban League, NAACP, LULAC, the American G.I. Forum, ASPIRA—and to be sure they are on the COP council.

IN SCHOOLS AND UNIVERSITIES

What jobs should COP participants perform in schools?

COP participants must be involved in activities related to instruction or to the learning-teaching experience, such as classroom, library, or guidance work; vocational, adult, or physical education; and community or home-school relations.

How much time should a COP participant spend in the school as an education auxiliary?

Twenty to 30 hours a week in the schools would be the general range.

What is released time?

This is time the participant spends away from classroom responsibilities for coursework and study while on full stipend or salary. Universities and colleges usually estimate that 1 hour of classroom work is matched by 1 to 3 hours of library or homework. That is why COP recommends that 10 to 20 hours of the workweek be reserved as released time for university study.

Who qualifies for released time?

All COP participants—including presently employed title I, Head Start, New Careers, and other auxiliaries—should be given released time for university study.

Why is a team structure suggested in organizing COP auxiliary in each school?

By increasing the staff and talents available to teachers, the team structure makes it possible for teacher team leaders and cooperating teachers to organize schools into more effective learning centers for children.

After COP is underway in a school system, can a participant transfer to a school not served by the COP project and continue as a COP trainee?

COP participants can transfer to non-COP schools, if they and school authorities wish. But if they do, they must be dropped from the COP project.

What kind of training is needed to prepare COP auxiliaries to deal with special education problems in the classroom?

In addition to training needed to work with all children in COP projects, there should be instruction on identifying, diagnosing, and handling handicapped children in both regular and special education issues.

Is it necessary for each project to include aides for special education?

COP projects must be linked with other high priority EPDA activities, one of which is special education. Some COP participants in every project should be involved in programs working with handicapped children.

Are COP auxiliaries permitted to shorten or extend the course of study leading to a baccalaureate degree?

Yes, to a maximum limit of 4 to 6 years.

If a participant pulls out of the academic part of his program, is he dropped from the project?

Not right away, necessarily, unless he opts out. Some projects make use of a fallback position which permits auxiliaries to drop out of university training for all or part of a semester and then return without jeopardizing their place in the program. Selection criteria which emphasize teaching aspirations should cut down on dropouts.

Is a 2-year college program acceptable?

Not unless there is a clearly spelled-out collaboration with a 4-year college. A comprehensive program, engaging both 2-year and 4-year institutions of higher education, must be developed to assure transferability of credit, proper sequencing of courses, and formulation of special training strategies.

How many credits must be transferred from lower to upper division in the college or university?

Schools and universities must work out a curriculum that gives COP auxiliaries no more lower division coursework than they need to qualify for study in upper division courses.

Must every COP auxiliary complete 30 hours coursework per calendar year?

COP recommends a yearly load of 27 to 32 credits, unless the auxiliary wishes to go at a slower pace. Participants must have the opportunity, however, to complete the baccalaureate degree in 4 calendar years if they wish.

Do nine credits per semester, required for the fall and spring terms, actually mean 9 hours of coursework?

No. Three or four credits of this should be given for on-the-job-training, that is, practicum or work experience.

What is the practicum?

The practicum is a sustained supervised experience working with children in the classroom. With proper supervision and seminars, the practicum can integrate substantive learning with classroom techniques, both innovative and traditional.

What is a core course?

Definitions differ, and COP will accept the meaning commonly used by local schools and their cooperating universities. Usually, COP uses the term core course to mean an interdisciplinary course taken by all COP auxiliaries which is essential to understanding the thrust of a particular COP project. One such core course in urban areas, for instance, might be called "The Sociology of the Inner City." Another, "The Ecology of the Classroom." Cooperating teachers and team leaders are usually involved in the core course along with COP auxiliaries, often on a released time basis. Community representatives often serve as instructors. The course can be held at the school during released time, and usually carries three university credits per semester.

Should cross-cultural studies be part of training?

Yes. This is the most important dimension of the core and campus training program. Cross-cultural studies, including black and Spanish studies, are essential for a look at *all* of the people who make up American society and the economic and political forces that constantly shape and reshape it. Cross-cultural studies may be part of an overall social studies program.

Why is the emphasis on a multi-disciplinary approach?

Training can no longer be restricted to pedagogy. It must include a broad range of the humanities, arts, and sciences needed to reach and teach all young people in the United States today.

Why is onsite training important?

Teacher education should take place where the action is, in the schools where COP participants serve. It also saves travel time and money. Actually, onsite and university locations are both important but the campus atmosphere may provide needed stimulation for COP auxiliaries.

What is COP's commitment to predominantly black colleges?

School districts must use the training services of black colleges, as well as other colleges near the training site. The quality of the training and the objectives of the project should determine school-university links.

How can colleges develop curriculums to meet the needs of trainees at various levels?

One way is to enrich regular courses that are part of the present college curriculum. Another is to begin to develop new courses for all college students by using the COP program as a university laboratory for change. The partnership with schools and community agencies should enliven teacher training modification and growth.

Is it necessary to have faculty approval of training programs?

Individual faculty members who will teach COP auxiliaries should be involved in project development and in designing new and enriched courses. And the president of the college or the dean of education must sign off on the proposed COP project. A faculty senate vote on COP training may precede or follow project development depending on local arrangements.

Should there be special considerations for training veterans?

Yes. There should be some way to permit veterans to get and stay in touch with other veterans especially in view of the traditionally female atmosphere of the usual school environment. They may need some skill training in speech and writing to make up for a lack of what is traditionally called academic readiness. They will surely need strong and constant counseling and support services.

LINKING SCHOOLS AND COMMUNITY

What does linkage mean? Linkage is joint programing and funding of the local COP project with other Federal, State, and local projects, agencies, institutions, organizations, both within and outside the local school system, to concentrate all possible resources on target schools serving low-income families.

Why is linkage important? Schools can no longer operate in isolation, in part because the Nation is today demanding a bigger bang for its education buck. Comprehensive program design—that is, linking COP with other school and community projects—makes for more effective use of funds now available. Moreover, comprehensive programing with cost sharing helps assure schools of closer ties to the communities they serve, better enabling them to hear and respond to community needs.

What advantages, other than cost-sharing, can be gained from linkage?

Citizen participation groups already in existence—such as Model Cities task forces, title I ESEA advisory committees, Community Action agencies—can serve as a nucleus for the COP council. Members representing schools, higher education, and other community groups can be added to round out the council. Inkind contributions from all of the agencies linked with COP, and represented on its council, can bring additional resources to the project. These might include recruiting, research, and statistical services; counseling and supportive services; transportation, space, and utilities. Some of these, such as Head Start and New Careers, have experience with career development and training that can be extended through COP.

THE CAREER OPPORTUNITIES STAFF

What are the qualifications for COP staff?

COP staff must have experience in working with low-income people and understanding their needs and wants. They must be aware of the special talents and style of COP auxiliaries, as well as their handicaps.

Must key COP staff be "professional"?

The program does not stipulate that COP staff have professional standing. But this is a decision the COP council should make with school authorities.

Should the COP staff represent the predominant ethnic group being served?

Yes. All staff members must be able to communicate well with many personalities, including COP auxiliaries, pupils, parents, and with the citizens of the immediate community.

What is the COP council role in staff selection?

The COP council should nominate key staff for the COP project for acceptance by the school board and university authorities. It should also be able to accept or reject by vote staff suggested by school and/or university.

Does each project organize its own recruitment?

Yes, within COP's general framework.

What agencies and groups should be involved in recruitment?

The COP council should charge its recruiting committee with tapping every school, university, and community organization in the area.

What methods can be used in recruiting?

Get free advertising time and space in your local newspapers, magazines, and radio and television stations. Circulate posters and flyers in churches, bars, laundromats, poolrooms, and public places. Hire, at hourly wages, low-income residents to make door-to-door contact with potential recruits. Cooperate with all high school administrators, guidance counselors, and teachers to get word to their students. Spread the word, flyers, and posters to and through members of Upward Bound, Future Teachers of America, students in adult basic education courses, State employment offices, Concentrated Employment Program Centers, and such community arms as the Community Action agency, Salvation Army, State department of health and welfare, child and family service, Urban League, NAACP, ASPIRA, New Careers, and Head Start.

How can projects recruit veterans?

Contact one or all of the following:

- Urban League, State employment agency, local Veterans Administration office, VA outreach programs, LULAC, and ASPIRA. All receive monthly U.S. Department of Defense printouts of soon-to-be released veterans who come from their areas.

- "Project Transition," at all major military bases, surveys servicemen for interest, will screen candidates and offer preliminary training if requested. COP recruiters are also invited to do their own recruiting, if they wish, at Defense Department installations.

Does Federal COP have any voice in the selection of local COP staff?

No, but it has the obligation to inform the COP council if it finds that the letter or spirit of the program is being violated. All aspects of a COP project are subject to continuous Federal review as a condition of further funding.

What sources exist for recruiting education auxiliaries for training?

Low-income auxiliaries now working in school systems as well as Head Start and New Careers aides, both school- and community-based; Neighborhood Youth Corps graduates; and people from Upward Bound programs at nearby colleges.

How can project directors and the COP council assess the ability and desire of would-be participants to teach children of low-income families?

Value judgments on intangibles like motivation and commitment are often best made as a result of face-to-face interviews by a selection panel representing all elements of the COP council.

Who makes selection decisions on COP participants?

The COP council, which includes school, university, and community representation, presents its selections for formal school board and university agreement. Alternates should be named by the COP council in case agreement can't be reached on all of the candidates.

Why should the community recruit new participants and also help in selection?

Local effort will strengthen COP in both school and community and will assure COP projects and participants access to the know-how and leadership talent of central city and low-income rural people.

What are some selection priorities?

Vietnam era veterans, men, and all high-risk people should get priority. Additional selection priorities could include low-income people who have demonstrated a talent for reaching children and a wish to become teachers.

YOUTH TUTORING YOUTH

What is Youth Tutoring Youth?

YTY is a training program for 12- to 16-year-old youth, in school and out, who can improve their own self-image and will to learn by tutoring younger children in basic skills like reading and arithmetic.

Why is COP asking each project to include a YTY component?

COP sees youth tutoring youth as a first rung on the career lattice. Tutoring exposes youngsters to learning and teaching, introducing the idea of a career in education. Auxiliaries get experience supervising tutors.

Must all tutors be underachievers?

No, but tutoring is most helpful to students who have most to gain. By helping others learn, low-achieving tutors learn better themselves.

When does YTY take place?

Tutoring can take place during or after school hours. The school day might be arranged to permit students to tutor as part of the structure. Or tutoring might be scheduled after school and on weekends, depending on how far a tutor must travel to meet his pupils.

Where does YTY take place?

Almost anywhere space is available—schools, libraries, churches, community centers, or even at home.

What is the subject matter for tutoring?

Mostly basic skills—reading and arithmetic—but any subject is a possibility.

Do tutors get paid?

Yes, usually. Neighborhood Youth Corps job slots can be used to pay local wage rates to low-income students who qualify. Title I, ESEA, can also be used to support additional low-income tutors, especially where NYC funds are insufficient. College work-study funds can support college student tutors. Moreover, many schools give course credit to tutors, particularly if tutoring occurs during school hours.

Who directs and trains the tutors?

Directors can be teachers, principals, assistant principals, counselors, aide supervisors. The tutors' supervisors are usually education auxiliaries or older tutors to whom low-income youngsters can relate.

What does a tutoring component cost?

Very little. A combination of resources is usually already available; NYC; title I, ESEA; and college work-study pay for tutors. ESEA, Head Start, New Careers, and other programs pay salaries for aides, part of whose job includes supervising tutors. Local school budgets support certified personnel.

What materials and techniques are used?

A tutor's imagination is the only limit to ideas utilizing games, puzzles, stories, pictures, excursions, sports.

What assistance is available for developing a tutoring component?

Materials, including films, have been developed, and training is offered by the National Commission on Resources for Youth, 36 West 44th Street, New York, N.Y. 10036.

EVALUATION

What methods of evaluation will be used to check the effectiveness of COP and its projects across the Nation?	An overall management information system, developed for OE's Bureau of Educational Personnel Development, will provide a framework for reporting and reviewing COP projects. This system will supply uniform reporting requirements.
How will evaluation be financed?	Local evaluation is part of each project's responsibility and cannot be charged to COP funds.
Will different and innovative measures be incorporated in the evaluation design to measure overall student progress in areas other than academic skills?	The affective domain is considered crucial by COP and will indeed be incorporated in the evaluation design.
What assistance will be given project directors to develop and monitor the career development program?	Regional and statewide training workshops will be held for project directors from time to time during each year.

What techniques will be used to measure the performance of people participating in COP projects?

Each project will develop its own evaluation design and determine the techniques to be used, based on an overall management system set up by COP.

Can evaluation be structured in a way that measures institutional change?

The evaluation design will include indicators of the impact of the project on the school system and the cooperating college or university as well as on the community.

How should the COP council be involved in evaluation?

COP, and its directive body, the COP council, is a partnership of school, college, and community with the State education agency, each involved in every segment of the program, including evaluation. Within this framework, each project should be certain that the evaluation system includes all elements working in the project—participants, the COP council, teachers and administrators, students, college staff, parents, community groups, social agencies, citizen participation organizations.

What is the role of the U.S. Office of Education in providing technical assistance to COP projects?

The Federal COP staff can provide assistance based on experience with many kinds of projects and various areas of the country. COP management maintains liaison with State COP coordinators and arranges regional meetings to clarify the program. Grants of $10,000 have gone to each State education agency to develop statewide frameworks for COP projects. In addition, the Office of Education has funded a Leadership Training Institute to provide technical assistance.

What is the role of State education agencies in providing technical assistance to COP projects?

Each State education agency has received $10,000 grants through OE for technical assistance to COP projects. The nature of such assistance usually is worked out between the State education agency and individual project sites, with the concurrence of the Federal COP staff.

What is the role of the COP Leadership Training Institute and its national talent pool?

The Leadership Training Institute (LTI) provides technical assistance to COP projects through the consultative services of its own members and of members of the affiliated national talent pool. The LTI also arranges for training workshops for project directors, State coordinators, and others immediately concerned with COP projects.

BUDGET

What is the principle of COP budgeting?

Cost sharing by COP and other Federal, State, and local programs.

How should staff salaries be accounted for in the COP budget?

Staff salaries should be shown in detail. The salary of the project director and all other key personnel should reflect more than just an amount based on regular academic year salary times percentage of time devoted to the project. The budget should reflect (1) whether the academic year salary is based on a 9-10-12-month or on some other formula, (2) what period of time the project director will be working on the project, (3) the percentage of time devoted to the project and any variables, (4) whether the project director is compensated at the same rate during the summer months as during the academic year, (5) what other jobs the project director has.

How about other line items in the budget?

Other budget items should be shown in the same detail. Travel, for example, should reflect more than a simple dollar figure. There should be some explanation of who will travel, how many times, to where, his means of travel, as well as an indication of present allowable local travel rates.

How much detail is needed for those items in the budget contracted to other institutions?

The same amount of detail as is required in the remainder of the budget. Faculty should be identified by function and/or title. The figures should specify the same salary information required for other key personnel. Such other items as travel and supplies covered in the contract should be detailed in the same way.

What legal and fiscal rules apply to the cooperating college or university which contracts with the local education agency?

Cooperating colleges and universities are subject to the same grant terms and conditions as the local education agency or grantee and are bound by program ground rules as well.

How much education benefits are veterans entitled to?

Veterans with at least 6 months of active duty after January 31, 1955, who have been honorably discharged, are entitled to 36 months of full-time educational assistance. Such eligibility ceases 8 years from the date of last release from service. Benefits are extended proportionately if the veterans' program is less than full time.

What are a veteran's monthly benefits?

Course load	*Basic Amount*	*Dependents*		
		First	*Second*	*Each Add'l.*
Full	$175	$30	$25	$13
¾	128	24	25	10
½	81	19	14	7

(Legislation passed in March 1970 retroactive to February 1, 1970.)

What about tutorial assistance for veterans?

An eligible veteran enrolled in a college and in need of tutorial assistance—to correct a marked deficiency in a subject and to keep him from failing his course—can receive a $50 a month tutorial allowance from the VA for up to 9 months. This does not affect his regular educational allowance. The tutorial allowance should provide about 20 hours of tutoring per month at present going rates of $2.50 an hour for undergraduate tutors.

What special provisions are made for educationally disadvantaged veterans?

A veteran with academic deficiencies who needs refresher or remedial courses to qualify for admission to college may take such courses—usually for high school equivalency—at any institution offering them. Such courses may be part of an approvable precollege program if the college grants credit for them. For example, the veteran could receive his regular educational allowance from the VA if he were carrying six credits and six noncredit courses and if 12 hours were a full-time load at the institution. The special assistance allowance will be paid for any period of entitlement earned by the veteran.

Can educationally disadvantaged servicemen get aid before they are discharged?

Yes. Under the Pre-Discharge Education Program (PREP) servicemen can receive payments from the VA to enable them to pay for tuition, fees, books, and supplies for university deficiency courses. Such charges should enable participating institutions to recoup "the full reasonable costs" entailed in providing predischarge education. Also, the VA shall provide educational and vocational guidance counseling to persons eligible for educational assistance.

Can veterans receive benefits while participating in COP?

Yes. The only difference in COP between veteran and nonveteran participants is the G.I. benefits. Since the veteran pays his costs for training from his G.I. benefits, COP training in any particular project can be prorated and the cooperating university reimbursed by the veteran for his training.

Will COP pay salaries or stipends?

In all cases, the grantee should look primarily to local and other funds for salary and stipend payments.

Can COP pay stipends to Vietnam veterans?

Yes, but this item especially lends itself to cost sharing with other funding sources, especially Model Cities.

Can COP pay nonveteran stipends during the school year?

Generally no. But there may be some exceptional cases in which stipends may be supported by COP.

Can COP pay summer stipends for teachers and administrators participating in training?

Yes, if all other funding sources have been explored and if no other full-time salaries or stipends are being paid from another source. But the level of summer stipend payments available through COP is negotiable.

Can cooperating principals and teachers be paid during the year from COP funds?

Not if the supervisory roles they play are considered a normal part of their school duties.

What about salaries for team leaders who are often regular teachers?

COP can pay up to 50 percent of their salaries if all other funding sources are exhausted, provided that at least 50 percent of their time is allocated to team leader responsibilities.

What happens on stipend payments if a COP participant enters the program late or withdraws?

Stipends should be prorated in such a way that they cover only the actual period of the participant's service, from the beginning of day one through the end of the withdrawal day.

Who pays the COP participants?

Stipend or salary payments to individual participants are made directly by the local school agency or other grantee, not by OE.

Should employee services and benefits be paid to COP participants?

Yes. Such benefits are usually a standard part of the salary and wage scale of the employing agency.

What about employees services and benefits to COP staff and to team leaders?

Services and benefits for COP staff is an allowable budget item. Services and benefits for team leaders should be covered by the local education agency or other grantee.

What level of payment should go to consultants?

Consultant fees are normally paid at the prevailing rates of the host agency or institution. No honorarium is allowable for anyone serving on a full-time basis during the same period under another Federal contract or grant. COP funds cannot be used to pay honorariums to full-time Federal Government employees.

How does COP figure indirect costs?

The Office of Education can pay indirect costs, if there are any, up to 8 percent on the total direct costs to COP of the project. If the grantee should contract with another institution for training or other services entailing payment of indirect costs, it is the responsibility of the grantee to pay those indirect costs out of total indirect cost funds allocated in the COP budget.

Can the project director change the negotiated budget without prior approval from OE?

When budget changes would affect the focus of the proposed work and services, the school system (or grantee) must notify COP in writing, and come to agreement in advance with the COP program manager.

Does COP guarantee the continuation of projects for the second and subsequent years?

COP is based on multiyear participation, subject to satisfactory progress of the project, and annual congressional appropriations.